

Dance I-IV

Fine Arts
Curriculum Framework

Revised 2014

Course Title: Dance I-IV
Course/Unit Credit: 1 per course

Course Number: DI: 459200 DII: 459210 DIII: 459220 DIV: 459230

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: There is no prerequisite for Dance I. The student entering Dance II, III, or IV must successfully complete the preceding year of Dance and/or have the instructor's approval through audition.

Dance I-IV

Dance I-IV are two-semester courses designed for students with varied levels of ability and previous experience in the discipline. Dance students will demonstrate an ability to apply dance fundamentals and dance techniques in the production, performance, analysis, and critique of dance performance. Students are expected to perform in solo, small group, and large group settings. Dance students will critique performances and deeply reflect upon the impact of dance on culture as well as cultural influences on dance. Dance I, Dance II, Dance III, or Dance IV will satisfy the one-half credit fine arts requirement for graduation. Arkansas Department of Education approval is not required for Dance I, Dance II, Dance III, or Dance IV.

Dance I-IV

Strand	Content Standard
Creating	
	1. Students will generate and conceptualize artistic ideas and work.
	2. Students will organize and develop artistic ideas and work.
	3. Students will refine and complete artistic work.
Performing	
	4. Students will analyze, interpret, and select artistic work for presentation.
	5. Students will develop and refine artistic work for presentation.
	6. Students will convey meaning through the presentation of artistic work.
Responding	
	7. Students will perceive and analyze artistic work.
	8. Students will interpret intent and meaning in artistic work.
	9. Students will apply criteria to evaluate artistic work.
Connecting	
	10. Students will synthesize and relate knowledge and personal experiences to make art.
	11. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Notes:

1. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. SLEs may be taught in any sequence.
3. Italicized words in this document appear in the glossary.
4. The examples given (e.g.,) are suggestions to guide the instructor.
5. Common Core State Standards (CCSS) alignment key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1

Strand: Creating

Content Standard 1: Students will generate and conceptualize artistic ideas and work.

Dance I	Dance II	Dance III	Dance IV	CCSS Alignment
<p>CR.1.DAI.1 Explore movement from a variety of stimuli (e.g., music, observed dance, text, notation, natural phenomena, personal experience, current events) to develop an <i>improvised</i> or choreographed <i>dance study</i></p>	<p>CR.1.DAII.1 Analyze the process used in creating an <i>improvised</i> or choreographed <i>dance study</i> developed from various stimuli</p>	<p>CR.1.DAIII.1 Synthesize content generated from various stimuli to choreograph dance studies using original or <i>codified movement</i></p>	<p>CR.1.DAIV.1 Discover a personal voice to communicate <i>artistic intent</i> by experimenting and taking risks in the choreographic process</p>	<p>CCRA.SL.1, 2, 4</p>
<p>CR.1.DAI.2 Experiment with the elements of dance to create an original <i>dance study</i> or dance</p>	<p>CR.1.DAII.2 Experiment with the elements of dance to create an original <i>dance study</i> or dance that communicates an <i>artistic intent</i></p>	<p>CR.1.DAIII.2 Examine personal preferences to create an original <i>dance study</i> that communicates an <i>artistic intent</i></p>	<p>CR.1.DAIV.2 Analyze the unexpected problems and/or solutions discovered when expanding personal movement preferences to create an original dance that communicates an <i>artistic intent</i></p>	<p>CCRA.SL.1, 2, 4</p>

Strand: Creating

Content Standard 2: Students will organize and develop artistic ideas and work.

Dance I	Dance II	Dance III	Dance IV	CCSS Alignment
<p>CR.2.DAI.1 Collaborate to design a dance using <i>choreographic devices</i> and <i>dance structures</i> to support <i>artistic intent</i></p>	<p>CR.2.DAII.1 Work individually and collaboratively to implement a variety of <i>choreographic devices</i> and <i>dance structures</i> to develop a dance with <i>artistic intent</i></p>	<p>CR.2.DAIII.1 Analyze the manner in which the structure and final composition inform the <i>artistic intent</i> of an original <i>dance study</i></p>	<p>CR.2.DAIV.1 Demonstrate fluency and personal voice in designing and choreographing original dance studies</p>	<p>CCRA.SL.1, 4 CCRA.L.6</p>
<p>CR.2.DAI.2 Develop an artistic statement for an original <i>dance study</i> or dance, using appropriate vocabulary</p>	<p>CR.2.DAII.2 Explain how the use of movement elements, <i>choreographic devices</i>, and <i>dance structures</i> serve to communicate an artistic statement, using appropriate vocabulary</p>	<p>CR.2.DAIII.2 Develop an artistic statement that reflects a personal aesthetic for an original <i>dance study</i>, using appropriate vocabulary</p>	<p>CR.2.DAIV.2 Construct an artistic statement that communicates a personal, cultural, and artistic perspective, using appropriate vocabulary</p>	<p>CCRA.W.2 CCRA.SL.1, 4 CCRA.L.6</p>

Strand: Creating

Content Standard 3: Students will refine and complete artistic work.

Dance I	Dance II	Dance III	Dance IV	CCSS Alignment
CR.3.DAI.1 Identify the impact of choices made in the choreographic revision process	CR.3 DAII.1 Analyze the impact of choices made in the choreographic revision process	CR.3.DAIII.1 Evaluate the impact of choices made in the choreographic revision process using self-reflection and feedback from others	CR.3.DAIV.1 Document choices made in the choreographic revision process to justify the manner in which refinements support <i>artistic intent</i>	CCRA.W.5 CCRA.SL.1, 3, 4
CR.3.DAI.2 Develop a strategy to record a dance (e.g., writing, form of notation, symbols, media technologies)	CR.3 DAII.2 Document a section of dance using writing, symbols, or media technologies	CR.3.DAIII.2 Refine a strategy to more efficiently and/or effectively record a dance	CR.3.DAIV.2 Produce documentation of a dance for the use of others	CCRA.W.5, 6 CCRA.SL.1, 4 CCRA.L.6

Strand: Performing

Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

Dance I	Dance II	Dance III	Dance IV	CCSS Alignment
P.4.DAI.1 Explore the concept of time as it relates to dance phrasing (e.g., metric, kinetic, and breath phrasing)	P.4.DAII.1 Examine syncopation and accent movements in dance phrasing	P.4.DAIII.1 Analyze dance studies and compositions that use time and tempo in traditional and non-traditional ways	P.4.DAIV.1 Analyze dance phrases that demonstrate time complexity in phrasing with and without musical accompaniment	CCRA.SL.1, 4 CCRA.L.6
P.4.DAI.2 Develop body awareness through the use of energy and dynamics	P.4.DAII.2 Vary energy and dynamics in movement phrases	P.4.DAIII.2 Explore energy and dynamics as a means of interpreting movement phrases	P.4.DAIV.2 Explore the modulation of dynamics to interpret intent in movement phrases and choreography	CCRA.SL.1, 4 CCRA.L.6

Strand: Performing

Content Standard 5: Students will develop and refine artistic work for presentation.

Dance I	Dance II	Dance III	Dance IV	CCSS Alignment
P.5.DAI.1 Demonstrate technical dance skills (e.g., alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases	P.5.DAII.1 Develop technical dance skills to retain and execute dance choreography	P.5.DAIII.1 Dance with sensibility toward other dancers while executing complex sequences to meet performance goals	P.5.DAIV.1 Apply <i>body-mind principles</i> to technical dance skills in complex choreography	CCRA.SL.1, 4, 6
P.5.DAI.2 Develop partner and ensemble skills that maintain a sense of spatial design and spatial relationships	P.5.DAII.2 Use space intentionally during phrases and through transitions between phrases	P.5.DAIII.2 Establish and break spatial relationships with others as appropriate for choreography	P.5.DAIV.2 Execute complex floor and air sequences with others while maintaining spatial relationships through focus and intent	CCRA.SL.1, 4
P.5.DAI.3 Evaluate personal, healthful practices in dance activities and everyday life, including nutrition and injury prevention	P.5.DAII.3 Develop a plan for healthful practices in dance activities and everyday life, including nutrition and injury prevention	P.5.DAIII.3 Apply <i>body-mind principles</i> and healthful practices to a range of technical dance skills for achieving fluency of movement	P.5.DAIV.3 Modify personal practices based on research regarding healthful and safe practices for dancers	CCRA.R.1 CCRA.W.7 CCRA.SL.1 CCRA.L.6
P.5.DAI.4 Collaborate with peers to establish a rehearsal plan to meet performance goals	P.5.DAII.4 Collaborate with peers to implement a rehearsal plan to meet performance goals	P.5.DAIII.4 Initiate, collaboratively and independently, planned practice and rehearsal processes, with attention to technique and artistry informed by personal performance goals	P.5.DAIV.4 Execute a rehearsal plan with attention to technical details and fulfilling artistic expression	CCRA.SL.1, 4

Strand: Performing

Content Standard 5: Students will develop and refine artistic work for presentation.

Dance I	Dance II	Dance III	Dance IV	CCSS Alignment
P.5.DAI.5 Use leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances	P.5.DAII.5 Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances	P.5.DAIII.5 Model leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances	P.5.DAIV.5 Model leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances	CCRA.SL.1, 4

Strand: Performing

Content Standard 6: Students will convey meaning through the presentation of artistic work.

Dance I	Dance II	Dance III	Dance IV	CCSS Alignment
P.6.DAI.1 Execute basic production elements that intensify the <i>artistic intent</i> of a dance performance	P.6.DAII.1 Design basic production elements that intensify the <i>artistic intent</i> of a dance performance	P.6.DAIII.1 Collaborate to design and execute increasingly complex production elements that intensify the <i>artistic intent</i> of a dance performance	P.6.DAIV.1 Organize production elements necessary to fulfill the <i>artistic intent</i> of a dance performance in a variety of venues	CCRA.L.6
P.6.DAI.2 Use proper dance <i>etiquette</i> during class, rehearsal, and performance	P.6.DAII.2 Demonstrate proper dance <i>etiquette</i> during class, rehearsal, and performance	P.6.DAIII.2 Model proper dance <i>etiquette</i> during class, rehearsal, and performance	P.6.DAIV.2 Model proper dance <i>etiquette</i> during class, rehearsal, and performance	CCRA.L.6

Strand: Responding

Content Standard 7: Students will perceive and analyze artistic work.

Dance I	Dance II	Dance III	Dance IV	CCSS Alignment
R.7.DAI.1 Differentiate the <i>artistic intent</i> of various patterns of movements	R.7.DAII.1 Analyze recurring patterns of movement as it relates to <i>artistic intent</i>	R.7.DAIII.1 Analyze recurring patterns of movement that create structure and meaning in dance	R.7.DAIV.1 Analyze a variety of dance <i>styles</i> to explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography	CCRA.SL.1, 3, 4
R.7.DAI.2 Explain the use of the <i>elements of dance</i> to communicate <i>artistic intent</i>	R.7.DAII.2 Analyze the use of the <i>elements of dance</i> to communicate <i>artistic intent</i> in a variety of movement pieces	R.7.DAIII.2 Explain the manner in which dance movement patterns communicate <i>artistic intent</i>	R.7.DAIV.2 Explain the manner in which dance communicates aesthetic and cultural values in a variety of <i>genres, styles,</i> or cultural movement practices	CCRA.SL.4 CCRA.W.9 CCRA.L.4

Strand: Responding

Content Standard 8: Students will interpret intent and meaning in artistic work.

Dance I	Dance II	Dance III	Dance IV	CCSS Alignment
R.8.DAI.1 Describe the manner in which artistic expression is achieved through the <i>elements of dance</i>	R.8.DAII.1 Describe the manner in which artistic expression and intent are achieved through the <i>elements of dance</i> by citing evidence from a dance	R.8.DAIII.1 Compare the manner in which artistic expression and intent are achieved through the <i>elements of dance</i> by citing evidence from various dances	R.8.DAIV.1 Analyze the manner in which artistic expression and intent are achieved through the <i>elements of dance</i> by citing evidence from various dance <i>styles</i>	CCRA.W.2, 9 CCRA.SL.3
R.8.DAI.2 Describe the manner in which artistic expression is achieved through the use of the body, dance technique, and context	R.8.DAII.2 Describe the manner in which artistic expression and intent are achieved through the use of the body, dance technique, and context by citing evidence from a dance	R.8.DAIII.2 Compare the manner in which artistic expression and intent are achieved through the use of the body, dance technique, and context by citing evidence from various dances	R.8.DAIV.2 Analyze the manner in which artistic expression and intent are achieved through the use of the body, dance technique, and context by citing evidence from various dance <i>styles</i>	CCRA.W.2, 9 CCRA.SL.3

Strand: Responding

Content Standard 9: Students will apply criteria to evaluate artistic work.

Dance I	Dance II	Dance III	Dance IV	CCSS Alignment
R.9.DAI.1 Apply artistic criteria (e.g., content, context, <i>genre</i> , <i>style</i> , culture, technique) to evaluate a dance performance	R.9.DAII.1 Apply artistic criteria to analyze artistic expression in a dance performance	R.9.DAIII.1 Apply artistic criteria to compare artistic expression in two or more dance performances	R.9.DAIV.1 Apply artistic criteria to critique artistic expression in two or more dance performances	CCRA.R.7, 9 CCRA.SL.2, 3

Strand: Connecting

Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

Dance I	Dance II	Dance III	Dance IV	CCSS Alignment
CN.10.DAI.1 Compare connections between different dances and one's personal perspectives	CN.10.DAII.1 Analyze the influence of a choreographer's intent on personal perspectives	CN.10.DAIII.1 Review one's own choreography, developed over time, and its relationship to personal perspectives	CN.10.DAIV.1 Analyze the changes that occur in personal perspectives after viewing a performance of one's own choreography	CCRA.R.6, 7 CCRA.SL.1, 2, 3
CN.10.DAI.2 Create representative movement phrases that express two contrasting personal perspectives	CN.10.DAII.2 Discuss how a dance communicates new personal perspectives or realizations	CN.10.DAIII.2 Collaborate with others to identify questions that arise when preparing dance movement based on personal perspectives	CN.10.DAIV.2 Collaborate with others to solve problems that arise when preparing dance movement based on personal perspectives	CCRA.SL1, 4, 5

Strand: Connecting

Content Standard 11: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Dance I	Dance II	Dance III	Dance IV	CCSS Alignment
CN.11.DAI.1 Discuss dances from selected <i>genres, styles, and/or</i> historical time periods	CN.11.DAII.1 Determine reasons for similarities and differences between dances from selected <i>genres, styles, and/or</i> historical time periods	CN.11.DAIII.1 Discuss the relationship of dance characteristics, techniques, and artistic criteria to the ideas and perspectives of the people from whom the dances originated	CN.11.DAIV.1 Analyze the relationship of dance characteristics, techniques, and artistic criteria to the ideas and perspectives of the people from which the dances originated	CCRA.R.1, 3, 4, 6 CCRA.SL.1, 2, 3, 4
CN.11.DAI.2 Explain the use of the <i>elements of dance</i> in various <i>genres, styles, and cultures</i>	CN.11.DAII.2 Analyze the use of the <i>elements of dance</i> in various <i>genres, styles, and cultures</i>	CN.11.DAIII.2 Describe the impact of cultural context on <i>genres</i> of dance	CN.11.DAIV.2 Investigate, in a variety of <i>genres</i> , the manner in which dance communicates cultural values	CCRA.SL.2, 3, 4
SLE introduced in Level III	SLE introduced in Level III	CN.11.DAIII.3 Discuss the opportunities available for dance as a vocation or an <i>avocation</i>	CN.11.DAIV.3 Analyze how participation in dance can prepare an individual for a career in dance or other disciplines	CCRA.R.7, 9 CCRA.W.1, 2 CCRA.SL.1, 2, 4

Glossary for Dance I-IV

Artistic intent	The emotions, thoughts, and ideas that a dancer or choreographer seeks to convey by manipulating the elements of dance
Avocation	A hobby or secondary occupation pursued for enjoyment
Body-mind principle	Concept explored and/or employed to support body-mind connections (e.g., breath, awareness of the environment, grounding, movement initiation, use of imagery, intention, inner-outer, stability-mobility)
Choreographic device	Manipulation of dance movement, sequences, or phrases (e.g., repetition, inversion, accumulation, cannon, retrograde, call and response)
Codified movement	Common motion or motions set in a particular style that often have specific names and expectations associated with it
Dance structure	The organization of choreography and movement to fulfill the artistic intent of a dance or dance study (e.g., AB, ABA, or theme and variation)
Dance study	A short dance that is comprised of several dance phrases based on an artistic idea
Elements of dance	The key components of movement; movement of the body using space, time, and energy
Etiquette	Protocols for behavior during a rehearsal or a performance
Genre	Style, category, class, or type of music
Improvise	To create spontaneously
Style	Characteristics of particular people or groups of people or periods that make genres of dance unique

Contributors

The following people contributed to the development of this document:

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